

Interpretative Repertoires and wider discourses used by student nurses and lecturers while discussing student nurse professionalism during university study

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Professionalism and Student Nurses

- ❑ A small number of studies focus on the professional behavior of student nurses within the clinical setting.

For example; Secrest and Keatly (2003), Livsey (2009), Hisar (2010), Hammer et al (2003), Akhtar – Danesh et al. (2013) and Karimi et al. (2014).

- ❑ Only Hisar (2010) focused on student nurse professionalism while they are studying at university. Quantitative tool utilised.

- ❑ Monrouxe *et al.* (2011) used discourses analysis to assess medical students' understanding of professionalism.

- ❑ Only McLachlan *et al.* (2009) involved lecturer feedback on medical students' professionalism.

Aim

□ To make explicit the discourses and perceptions at play in the language on professionalism used by student nurses and their lecturers.



Objectives

1. Map differences similarities in the language used to define professionalism between student nurses and lecturers.
2. Determine if student discourses about professionalism change over time while at university.
3. Uncover the interpretative repertoires and wider discourses used to define student nurses professionalism from the perspective of the students themselves and the lecturers who teach them.

Methodology and Methods

□ **Discourse Analysis in Sociology and Psychology** (Potter and Wetherell 1987)

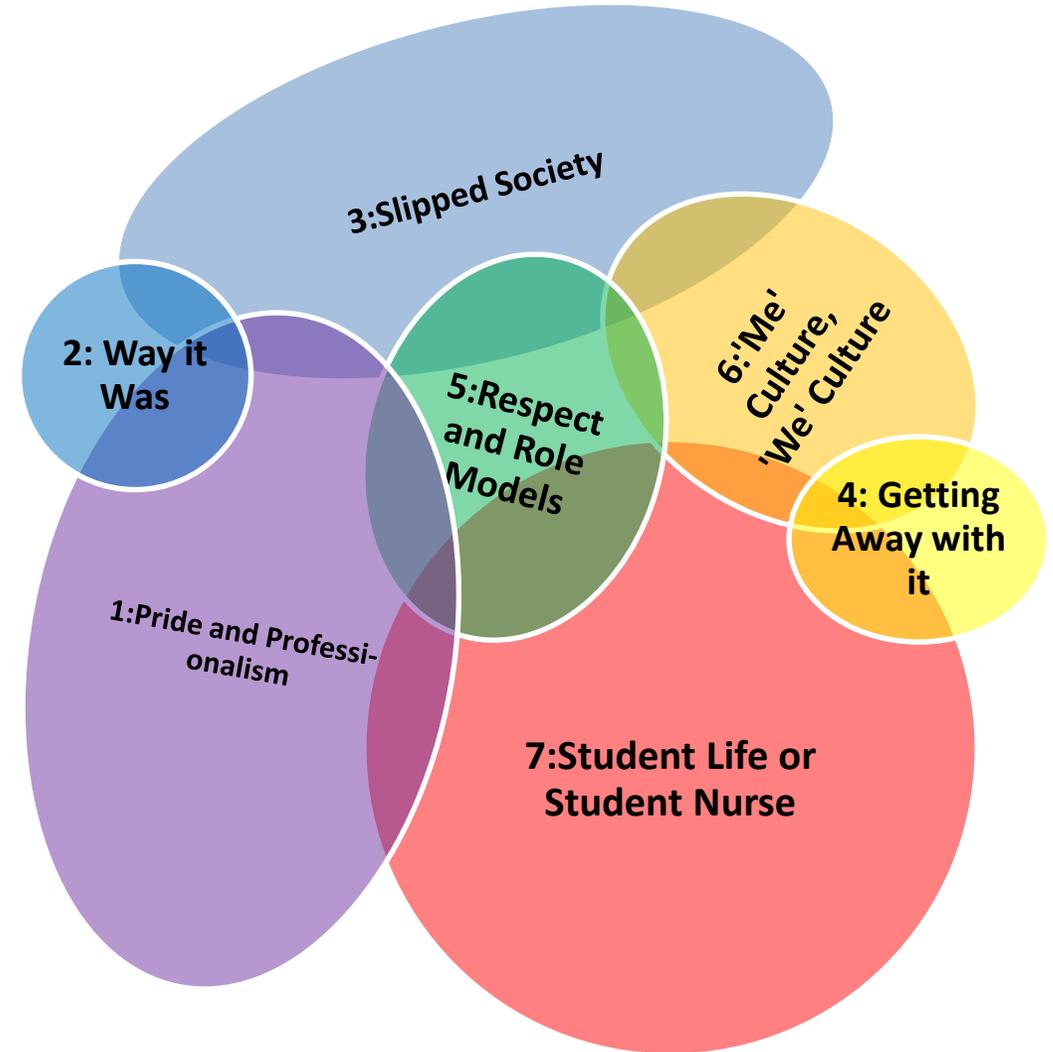
□ **Interpretive Repertoires** (Potter 1996)

Focus groups or 1:1 interviews

- 8 Lecturers – single interviews
- 7 Student Nurses x 3 interviews over 3 years

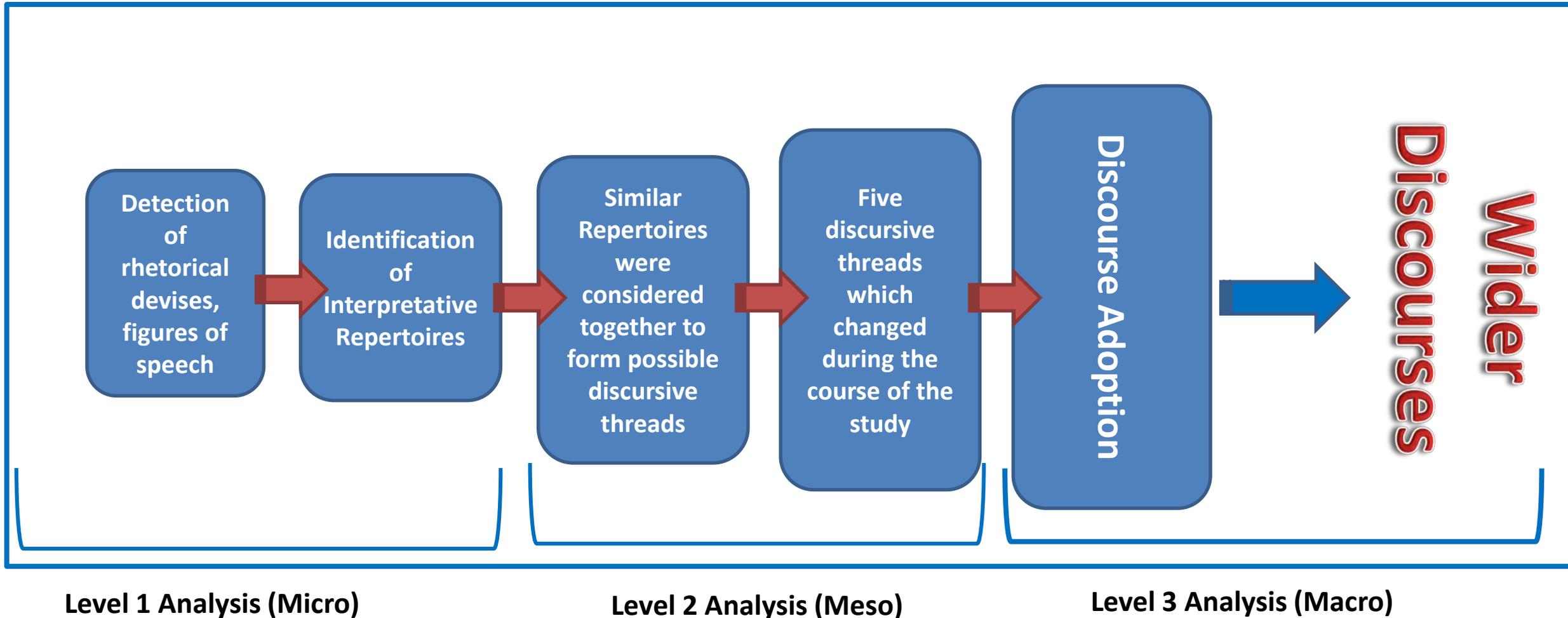
Additional documentary materials

- Professional documents, reports and media coverage



Example of themed talk (lecturers)

Analysis processes used to uncover discursive features and wider discourses



***Theoretical Lens:** Goffman (1969) *The Presentation of Self in Everyday Life.*, Foucault (1979) *Discipline and Punishment*, Bourdieu (1977) *Habitus*, Harre, & Van Langenhove (1998) *Positioning Theory*.

Metaphors and Rhetorical Features

- Washing through generations
- Slipped society

- Split Personality
- Culture Shock
- Clash of Cultures
- Token effort
- What hat to wear
- Victim of own success
- Vocational weight
- Don't sit comfortably

Example of Lecturers' Repertoires

- **The 'Slipped Society'**
- The divided role

Discursive Threads

1. **Monitoring and judgement thread**
2. Student nurses being 'different' thread
3. **Enforcement and demarcation thread**
4. Discourses of the 'real' nature of nursing knowledge
5. **Permission**

Level 1 Analysis (micro)

Discursive Thread 1: **Monitoring and judgement**

(Lecturers' and year one students' talk only)

- Serves to preserve professional standards.
- Positions students as influenced by lecturer agency. Lecturers positioned themselves as experts.
- The language used is strong and persuasive ('instilling', 'drumming in', 'drilling').

LECTURER ANITA: *...but I think from day one, we're saying to them "But you're on a vocational, professional course. NMC requirements, de-da-de-da... so we expect something different, because you are expected to behave professionally in uni as well as in practice, because you are being judged as a professional". [LA1P1]*

Discursive Thread 1: **Monitoring and judgement**

- However, **year three students** use this thread in a different way to lecturers and year one students. This talk turns their gaze back towards lecturer professionalism. Students position themselves as the experts of their education needs.

STUDENT KIM (year 3): *I think I have slightly less tolerance slightly of lecturers than perhaps I would have had in the first year. I would have thought: great, you know, if I've got a bit more free time, then that's great. I'll go and do something. Whereas now, I think I have less tolerance of that in terms of: I want to develop and I'm here and I expect you to bring something if I turn up. [SMH3P1]*

STUDENT JAYNE (year 3): *...So I feel like in the years gone by, we would never have got away with that! So why is it not as strict today? Why are we not given the strict↑...? I think that's wrong, because if we learn to be more relaxed at university, will we take that into practice and be more relaxed in practice? [C3P11]*

Discursive Thread 2: Student nurses being 'different'

- **Year one:** serves to position them as university students trying to engage within the university experience.
- **Year two:** conveys messages of responsibility and professional behaviour that are juxtaposed to the traditional student experience. Talk carries difference from other university students.
- **Year three:** this thread actively disassociates student nurses from other university students.

LECTURER LINDA: ... *we're saying "You're a university student, but really, you can't behave like other university students, because this is what we expect of you and we don't only expect that of you when you're in clinical practice; we expect you to behave like that all of the time. In your own life as well as in university, 'cos it goes further than that, doesn't it ↓?"*
.....*It's actually your whole identity, your whole being a professional, in the same way as if you're a police officer, you're NEVER really off duty.* [LA1P20]

Discursive Thread 2: Student nurses being 'different'

YEAR 1

- **JASON:** *Yeah, I think the traditional idea of a student is very much like, it's almost like a rite of passage that you leave home at eighteen and you spend a lot of time drinking and, like, enjoying yourself really. [SA1P3]*

YEAR 2

- **JOANNE:** *... I think people think they're just in university; you don't kind of link it to: actually, I'm a student nurse. It's almost kind of... It's a job... It's like, well I'm a nurse. I feel like people just don't see it. [SC2P8]*

YEAR 3

- **JASON:** *...cos it's so different to being a student... I don't feel like a **student**, not in a bad way, because I feel like part of this like 'select group', like I'm in like the student nurse gang. [SA3P16]*

Discursive Thread 3: Enforcement and Demarcation

(Lecturer and Year 3 students' talk only)

- Serves to exclude others.
- Conveys nursing as 'special', 'different', important.
- lecturer talk is caught between two larger discourses (NMC and university lecturer).
- This thread may be associated with the process of socialisation into the nursing profession.

LECTURER ANITA : ..we're registrants and we've got to protect the public and obviously, maintain this professionalism and sometimes, the two don't sit comfortably, because we've also got the 'business end' of the university, where we've got to, erm, you know, enhance the student experience and make sure they have a good time and you know, we're conscious of the NSS [National Student Survey], but on the other hand, we've also got an obligation to deal with, erm, inappropriate behaviour and sometimes that causes tension, erm, and it's what hat do you wear? [LA1P2]

Discursive Thread 3: Enforcement and Demarcation

(Year 3 students' talk)

STUDENT JOANNE (year 3): ... *Our campus is separate to the main campus, 'cos I've noticed... Like you won't find anybody walking around our campus with headphones in. I take them out when I walk through the gates. I don't know what it is; I just feel like I should... my boyfriend thinks that's really weird. He's like "You're at uni. You can do what you want; you can say what you want..." He's like... And I'm just saying "No, it's not like that here ↓, because we've got a separate campus". [SC2P7-8]*

- Gives rise to a sense of community, or belonging. This physical and metaphorical separation supports the demarcation and separation from those outside of the profession.

Discursive Thread 4: Discourses of the 'real' nature of nursing knowledge (Lecturers', years two and three students' talk)

- Does not surface within the first year student talk, suggesting therefore a potential link to exposure to clinical nursing practices.

Contradictory Talk

STUDENT STACEY: *It's not as big a deal either, because you're not doing anything clinical'.* [SC3P2]

STUDENT STACEY: *They [lecturers] don't know what it's like now ... I mean I've had really embarrassing moments where I've gone into practice expecting things to happen and they haven't and been like: well at uni they said this and people laugh at you ↓ and they're like "well at uni, they say lots of things". People get angry at you, cos you think they think you're criticising and you're not, you're just like "But the lecturer said this↑" ...*[SC3P9]

Discursive Thread 5: **Permission** (Year three student talk only)

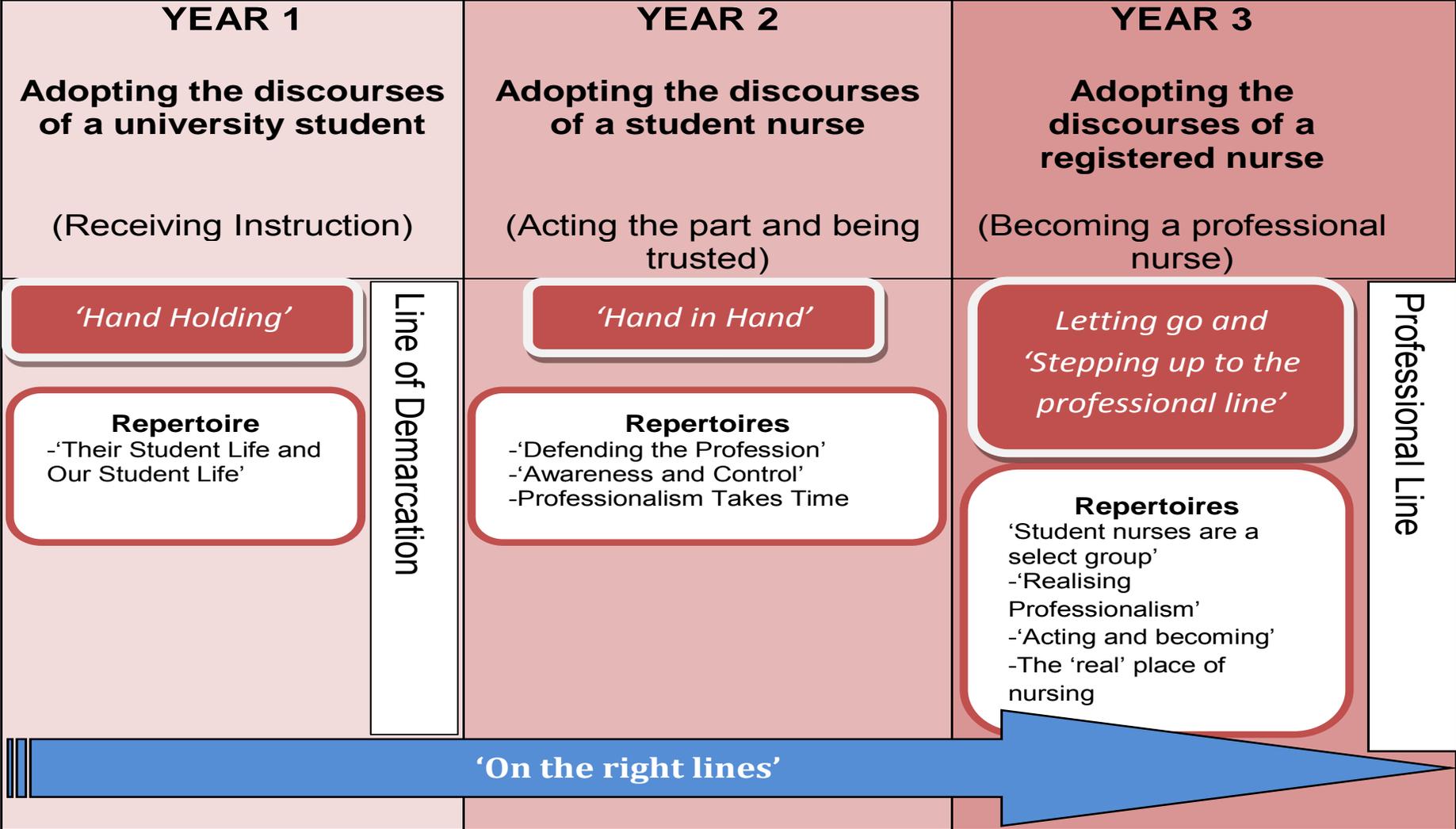
- Serves to move students toward the end of the nurse education. Use of the metaphorical '**line**', '**mark**' or '**point**' (registration).
- Suggests possible adoption or embeddedness of the wider professional discourses of nursing.

STUDENT RACHAEL: *Yeah, it's an expectation really, that you know, you step up to the mark. It's like your clothing now. Yeah.* [SA3P3]

STUDENT JAYNE: *..... So you're almost very aware of certain things and like you say, there's a line. So you'll go to a certain point and there's a line and you think: right. That's it.* [SC3P3]

STUDENT JASON: *..... I've got the skills and tools within myself to do it and just every now and then, touching base with a lecturer and they'll be like "yeah, that's good, you're going along the right lines". Yeah, erm... It's not as 'force fed' on to you.* [SA3P5]

In Conclusion: A proposed process of professional discourse adoption and embeddedness



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